**MAKE IT COUNT OBSERVATIONS – NOARLUNGA CLUSTER**

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| **Teacher:** Generic Feedback | | **Date:** August 2012 | **Year Level:** P-7 |
| **Observer:** Gaynor and Marie | | | |
| **Big Idea:** Could be more explicit about the ‘big idea’ i.e. What big idea does the learning connect to? | | | |
| **Equipment:** Junior Primary use equipment well. Primary’s could use concrete materials more and continue using them even when students move to the abstract concepts. | | | |
| **Maths Language:**When the teacher knows the content ‘inside out’ then the reinforcement of technical maths language is embedded in the lesson. Being deliberate about the language to be used helps in planning and sequencing.­ | | | |
| **Lesson Sequence** | **Comments** | | |
| **Learning Goal:**   * Clear goal articulated for whole lesson | Drill into goal and explore with kids what that can mean. Ask ‘Who can explain what the learning goal means?’ Explore mathematical language that is new in the goal. | | |
| **Behaviour Goal:**   * Clear goal articulated for whole lesson | Be explicit. Ask what this means. Model it. Define the goal. | | |
| **Low Order / Intro Activity**   * Students welcomed into mathematical discourse * Students engaged in warm-up activity * Positive student/teacher interactions * Activity pitched at age appropriate level * Activity provides cognitive challenge * Relevant vocabulary and language used and reinforced consistently throughout | Needs to be short, sharp and shiny, and remind students we are now doing maths:   * Likely to be revision * Links yesterday’s learning to today’s lesson * No new learning * Engaging to get children involved * Could be linked to the ‘big idea’ * Could be a fun activity that’s mathematical * Could be a replica of lesson from the day before.   Questioning about maths important. | | |
| **High Order / Modelling**   * Draws on common knowledge from other lessons * Questioning techniques used to gauge understanding of task and concept * Modelling continued until there was shared understanding of task * Relevant vocabulary and language used and reinforced consistently throughout | Teacher models lesson ready for the children to do it for themselves.  Questioning about how the teacher is working it out is also modelled? E.g. What will we do to solve this? The teacher models the thinking in their head.  Connecting the mathematical language and concepts important.  Questioning for understanding of the task and asking students to restate the task back to the teacher ensures that students are clear.  Using the “no hands up rule” (except for asking a question) and the teacher selecting random popsticks (with students names on them) This process ensures that all kids know what to do next and are all fully attentive to the modelling and instruction. | | |

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| **Application**   * Teacher mobile / roaming * Provides scaffolds where required to further student understanding * Observation / anecdotal notes recorded | Teacher checking on all students around the room including more able is important.  Providing extension / challenge activities will push children who are coasting to the next level.  Students can work in pairs but no bigger group to avoid “passenger” behaviour.  Setting a timer for length of application focuses learners on task and gets them ‘on task’ ASAP.  Checking throughout i.e. ‘Are you sure? How do you know that’s right? How can you check?’ Is there another way to show this?  Each concept could have a Maths Wall / dictionary of mathematical language being used.  Worksheets linked very closely to the lesson goal to consolidate should include maximum scaffolds to build independence. |
| **Joint Conceptualising / Meaning Making**   * Students gathered and attention gained * Goal reiterated * Discussion of mathematical strategies * Questioning techniques used to gauge understanding of task and concept * Handover occurs | This is about questioning kids…ie How did you solve the problem? What strategies did you use? What were you thinking in your head as you worked it out? Do you have a different way? Is there another way to work it out?  The questioning is formalised at the end of the lesson but this questioning can occur throughout the lesson. |
| **Backwards Planning for the next lesson:**   * Was there handover? * Which concepts did the students demonstrate an understanding of? * Which concepts require more focus / explicit teaching? * Were the goals of the lesson achieved? | Good questioning helps the teacher understand where they haven’t made clear to the students what’s in the teacher’s head.  It also shows if they have missed steps in the building of the concept.  Teachers that use technical mathematical language (with explanation) help students at all levels to build mathematical language and the concepts.  Through questioning, student maths journals, the teacher can plan for the next day’s lesson responsive to student learning needs. |